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ABSTRACT

This report provides an overview of the purposes, participants, content, and evaluation of a four-week workshop. The purposes of the workshop were to: 1) present an introduction to the concepts conflict, violence, and interdependence; 2) develop an awareness of the need for value analysis in the classroom; 3) teach techniques and theory of value clarification and analysis in the classroom; and, 4) produce conceptually-oriented preliminary units on the above concepts and value analysis which might later be edited for publication. A panel of consultants provided the pedagogical and substantive basis from which the teachers could choose the content samples and design learning strategies for their units. (Consultant papers by David Daniels, Ralph Goldman, David King, Robert North, and Michael Scriven are available through the ERIC system.) A content outline of these formal workshop presentations is included in this report. A total of fourteen draft units resulted from the summer program. An appendix provides brief descriptions of these units.

(Author/JLB)

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REPORT OF THE 1970-71

SUMMER CURRICULUM DEVELOPMENT PROGRAM

OF THE DIABLO VALLEY EDUCATION PROJECT

Affiliated With the
Center for War/Peace Studies
And Carried Out in the
Mount Diablo Unified School District
Contra Costa County, California

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1. SUMMARY

Summer curriculum development activities of the DVEP included a formal four week workshop seminar, sponsored by the Project in cooperation with Saint Mary's College and the Mount Diablo Unified School District, and a special arrangement of released time for five summer school teachers.

Twenty-nine teachers from the Mount Diablo District participated in the summer workshop, a six quarter-unit graduate course designed to allow small groups of teachers to write preliminary drafts of curriculum units on conflict, violence or interdependence. A panel of educational and academic consultants provided the pedagogical and substantive basis from which the teachers could choose the content samples and design learning strategies for their units. For fifteen of these teachers (members of the 1970-71 War/Peace Curriculum Implementation Committee of the MDUSD) in this program, a nine month process of formal curriculum development with the DVEP was completed.

Another five of the 1970-71 W/PCIC members participated informally in the workshop through an innovative arrangement with the MDUSD, teaching summer school in the District half-time and using the other half of the summer school schedule for work on DVEP curriculum development. This arrangement allowed them to teach and obtain immediate feedback for their curriculum writing. It further provided them with access to the materials and DVEP staff time offered through the formal workshop sessions as well as an opportunity to meet with consultants for advice on their work.

A total of fourteen draft units resulted from the summer program. They are currently being reviewed and evaluated and the most promising ones will be used in whole or in part by DVEP curriculum staff for testing and publication.

All teachers involved in this work expect to test their units in regular classes during 1971-72, and to provide further feedback to the Project regarding their results.

II. PURPOSES OF THE WORKSHOP

To present a general introduction to the concepts conflict, violence and interdependence.

To develop an awareness of the need for value analysis in the classroom.

To teach techniques and theory of value clarification and analysis in the classroom.

To produce conceptually-oriented preliminary units on conflict, violence, interdependence or value analysis which might later be edited for publication.

III. PARTICIPANTS

Roy Aaland	Pleasant Hill HS	Social Studies; Psychology and Anthropology
John Bedecarré	Riverview Inter.	Social Studies; Journalism
Bruce Borad	College Park HS	Social Studies
Robert Boyle	College Park HS	Government; Modern History
Ronald Clark	Clayton Valley HS	US History, World Geography
Robert Daugherty	Clayton Valley HS	Curriculum Assistant
Martha Doerr	Olympic HS	US History; Social Problems
Richard Fagerstrom	College Park HS	Social Studies
Lois Fryer	Oak Grove Inter.	Social Studies; English, Drama
Peter Garcia	Pleasant Hill Inter.	Social Studies
Dolores Hegemann	Pacifica HS	US Government
Linda Holman	Concord HS	English
Robert Johnson	Mount Diablo HS	Social Studies
Martin Kahn	College Park HS	Social Studies; American Studies
John Laratta	Olympic HS	Social Studies; English
George Larson	Pleasant Hill HS	Social Studies
Bernard Llacuna	Concord HS	US History; Social Ideas
Marjorie Locklear	Concord HS	English
Barbara MacNab	Glenbrook Inter.	Social Studies; English
Paula McCarthy	Ygnacio Valley HS	English
Ted McKinnon	Mount Diablo HS	Government
Clara Mohler	Pleasant Hill HS	English
Jennie Nevis	Clayton Valley HS	English
Walter Perry	Oak Grove Inter.	Social Studies; Language Arts
Nancy Piedmonte	El Dorado Inter.	Social Studies; Language Arts
Raymond Schultz	Pleasant Hill HS	Social Studies; History
Nelson Shelton	Pleasant Hill HS	Social Studies
Sharon Vogt	El Dorado Inter.	Social Studies; English
Steven Walch	Pleasant Hill HS	English

IV. CONSULTANTS

- | | |
|--|--|
| <p>DAVID N. DANIELS
SO 001 507</p> | <p>Psychiatrist and Assistant Professor
School of Medicine, Stanford University</p> <p><u>Topic:</u> Intrapersonal Conflict and Group Violence</p> |
| <p>JACK R. FRAENKEL</p> | <p>Associate Professor
Interdisciplinary Studies in Education,
San Francisco State College</p> <p><u>Topic:</u> Curriculum Development and Methodologies;
Affective Objectives and Teaching Strategies</p> |
| <p>RALPH M. GOLDMAN</p> | <p>Professor of Political Science
San Francisco State College</p> <p><u>Topic:</u> Role Learning and the Concept of Identity</p> |
| <p>DAVID C. KING</p> | <p>Free-lance Curriculum Writer;
Director of Curriculum, Center for War/Peace Studies</p> <p><u>Topic:</u> Curriculum Development and Methodologies;
The Concept of Interdependence</p> |
| <p>ROBERT C. NORTH</p> | <p>Director
Institute for the Study of Conflict and Integration</p> <p><u>Topic:</u> International Conflict and Violence</p> |
| <p>MICHAEL SCRIVEN</p> | <p>Professor of Philosophy
University of California at Berkeley</p> <p><u>Topic:</u> Values and the Valuing Process</p> |

Each consultant prepared written material, either theoretical or practical or both, for use by teachers. This material provided an essential link between the consultants' presentations and the teachers' task of writing a unit. These papers are being made available through the ERIC-CHESS system at:

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P.O. Drawer 0
Bethesda, Maryland 20014

V. FORMAT OF PROGRAMS

Workshop

Workshop meetings were held Monday through Friday, June 21 through July 16, from 1:30 to 4:00 in the afternoon at Saint Mary's College. The first two weeks consisted of presentations by consultants. Each of the consultants then returned on appointed days during the last two weeks to meet informally with individual curriculum writing teams for specific problems or questions with regard to their units.

The remainder of the workshop was spent in individual or team work which was assisted by DVEP staff members Robert E. Freeman, David Luse and William S. Jose, II.

Summer School Teaching

The five teachers participating in the released time program spent two hours per day in their regular summer school teaching assignments and two hours per day working on curriculum unit development. Additional time spent included selective participation in workshop sessions and with Project staff and consultants.

Three of the teachers taught the material they were writing during the summer and two devoted their time to writing up ideas which had been tried during the previous school year.

VI. CONTENT OUTLINE OF FORMAL WORKSHOP PRESENTATIONS

Role Learning and the Concept of Identity

Ralph Goldman discussed the concepts of identity, role, position and status and applied these to secondary education. A person's identity may be defined in terms of his role structure and this provides an essential focus for classroom learning. "Role" refers to the way a society or group prescribes how an individual should behave in certain situations. "Role Instruction," as this plan of instruction is called, is designed to transmit role information in a deliberate and systematic manner so that each student can:

- a] become fully aware of the role-learning he experiences in his daily life;
- b] grasp the implications of different roles for his social and occupational life; and
- c] comprehend the impact of role-learning on the development of his own personality.

Goldman suggested several types of classroom role-study exercises specifically for the war/peace field. These include: dissecting a role, acting a role, role expectations of others, the many-roled person, socio-drama, different cultures, and role conflict. He suggested specific ways in which these exercises could be applied to education in the field of war/peace studies.

Values and the Valuing Process

Michael Scriven began by discussing the nature of morality and its basis in the ultimate axiom, "Everyone has prima facie equal rights." This axiom can be derived from a number of sources, including political, philosophical and religious. Morality, it must be noted, is not dependent on religion; rather, moral education is an expressed goal of secular education.

In order to be able to properly conduct a moral argument, one must first know the types of value claims which can be made:

- a] a personal value claim: a matter of taste based on personal preference; e.g., "I prefer chocolate ice cream."
- b] a market value claim: a widely agreed upon choice based on socially determined and conscious preferences; e.g., "gold is valuable." Also, "this house is worth \$32,500" (even though it may not in fact be worth that amount).
- c] a real value claim: a factually substantiated market value claim which is not, however, necessarily consciously determined; e.g., "this house is worth \$32,500" (and it is, perhaps in

the material sense; perhaps, also, because it meets a particular human need for this specific thing at this time).

- d] an implicit value claim: a claim about a performance which you, the speaker, value for yourself and are projecting onto another person or thing; e.g., you are a teacher and you say, "that child is bright"; there is, in fact, no intrinsic value in brightness, but as a teacher in this society, you value brightness.

Each of these types of value claims can be further classified as either moral or non-moral. A claim is a moral claim if it is intended to represent a conclusion based upon treating all parties involved as prima facie equal.

Students must learn how each of these claims is supported and must be able to support or refute value claims, including their own, on the basis of this knowledge.

Personal Conflict and Group Violence

David Daniels explained that conflict occurs when there is some kind of disequilibrium produced by a stressful event or situation. As stress increases to a certain point, one's coping ability is enhanced as the body prepares itself physiologically and mentally. Beyond a given level, however, additional increments of stress lead to rapid deterioration of one's ability to cope with the situation. As one's coping ability falters, an undesirable solution--such as violence--is more likely to occur. Factors which would lead a person to violent behavior include: frustration over a valued goal; a feeling of being rushed, constrained, locked into the present; and an exclusively personal view of the situation. One way to increase constructive coping is to be aware of the affective signal of conflict situations: fear and anger. When the individual or group is alerted by recognizing these signals, steps can be taken immediately to alter the course of the conflict before coping ability is severely reduced.

There are numerous ways to get students to look at coping ability as a function of stress and its attendant affective signals. Some suggested methods include: initiating case studies of conflict, keeping a diary, analyzing television programs, observing anger in self or others, reviewing conflict situations in the news, observing small children in a nursery or adults in a shopping center, citing historic examples or offering classroom simulations of conflict situations.

Curriculum Development

Jack Fraenkel discussed some aspects of curriculum development. There are four types of objectives which must be considered in writing a unit: knowledge, skills, attitudinal, value. The skills are further subdivided into thinking, social and academic. For each of these areas the curriculum writer must ask himself two questions: "What do I want

the students to know, do, feel, prefer (etc)?" and: "How will I know when they have done this?" He will then design activities which give the student an opportunity to learn and display his knowledge.

These activities, however, must not occur randomly. The first activity should be an "opener," an activity designed to introduce the unit, motivate students, diagnose students' knowledge of the subject matter and find out the students' attitudes toward the subject matter. Then follow as many activities as are necessary for teaching the ideas of the unit. These activities are organized roughly according to the I-O-E sequence. First, Intake activities (I) get students to look at data. Second, and before too much Intake, they need organizing activities (O) in order to make sense of the data. And third are the expressive activities (E), which allow students to synthesize and be creative with the data. This pattern of Intake → organization → expression is repeated throughout the unit. The last activity is the "concluder," which wraps up the entire unit and emphasizes the most important element.

Affective Objectives and Teaching Strategies

In his discussion of attitudinal and value development, Jack Fraenkel suggested one question of great importance: What activities will promote the attitudes you want? A thoughtful answer to this question goes a long way toward effective curriculum writing in the affective domain. Three models for questioning strategy were suggested: the first allows students to experience and examine feelings; the second identifies values; the third predicts consequences when dealing with a policy question.

International Conflict and Violence

Robert North discussed the International system in terms of population (P), technology (T), resources (R) and lateral pressure (LP). These variables are related: $\frac{P \times T}{R} = LP$.

At the present time in history, the numerator of this relationship is increasing at a fantastic rate, while the denominator is increasing very slowly. Thus, the net value of the fraction is extremely large, especially for the large industrial nations whose population and technology are consuming resources at incredible rates.

The net effect of these three variables is termed "lateral pressure," referring to a tendency of a nation to divest energy further from its center. The mode of energy investment may be in commerce, goods or services; or it may be in men and machines, troops and weapon systems. Many variables interact to determine the outcome, and attempts are being made both to measure lateral pressure more accurately and to explain the modes of its investment.

Interdependence

David King began by stressing the interdependence of nations in today's world: we have, in effect, a global society which no longer

fits very well the nation-state system into which we force it. Education needs to change in response to this challenge. Students need to be taught to think of man as a single species; they will also have to learn to think of the earth as a single system.

There are at least two approaches which have proven successful in meeting the above goals. The first is the comparative approach. While not a cure-all, it does treat students honestly and gives them a frame of reference from which they can make responsible decisions. The second approach is functionalism, which poses the basic question: "What sort of functional arrangements can we make to deal with the elements of our high-risk environment?" Whichever of these approaches is employed, three elements are essential: recognizing that problems are global, understanding these problems and knowing how to make this spaceship earth more habitable.

VII. CRITIQUE

Through formal questionnaires and informal ones as well, participants judged this program to be extremely useful. A wide selection of excellent materials was given to teachers. Closer contact with staff than in previous years clarified many potential problems before they could arise. Easy access to materials, both in the college library and in the seminar room, as well as through DVEP resource services, greatly eased the often difficult task of materials acquisition. Consultants, as well as being interesting and interested in their own work, displayed a genuine concern for high school curriculum and an ability to make their presentations relevant to it.

There were two common criticisms of the program. One is that too much content was provided. While this is certainly true, mastery of the material was neither required nor considered desirable. The intention was to provide a range of views and materials from which to choose and which would then be followed up by teacher research for incorporation into a unit.

The second criticism stems from the fact that each of the two speakers on curriculum development methodology had his own distinctive approach which was not compatible with the other's. The intention in providing this diversity was for a person or group to work within the framework which it felt to be most comfortable. However, some found this to be a confusing situation.

DVEP staff evaluation of the year's curriculum development program is: 'good with reservations.' The quality of units produced is on the whole far superior to those produced in the previous year, and this is attributable, at least in part, to increased staff work with the teams and better consultant and materials services. Several of the units are judged good enough for publication and this in itself speaks well for the program.

The curriculum development process used, however, will not be repeated next year. The two years DVEP has employed in-service curriculum development by teachers over a nine month period has shown that the amount of time spent does not justify the results gained. Teachers are teachers, not curriculum writers, and their input to the curriculum development process, while crucial, should not be as direct as the DVEP has considered in the past. Next year's program corrects this problem by incorporating a professional curriculum writer on the staff and initiating a series of more defined in-service teacher training activities which will make use of existing curriculum materials and teaching guides.

October, 1971

APPENDIX 1. THE UNITS DEVELOPED

This year's curriculum development efforts resulted in the completion of fourteen units, eleven of which are new and three of which represent major revisions of DVEP-related work. The annotations suggest the wide range of emphasis which is possible, given the three basic concepts around which all work was centered.

Curriculum Units Under Development by DVEP: 1971-72

"Conflict on Three Levels": A senior high school social studies unit, designed to illustrate conflict management techniques at the personal, small group and inter-societal levels. Content samples are taken from the Sioux and Hopi Indian tribes and compared with contemporary American problems in conflict management. Readings are the primary media used. Four to six weeks in length.

Roy Aaland, 9th grade, Pleasant Hill High School

"The Effects of Conflict": A ninth or tenth grade English unit, designed to demonstrate the effects of highly suppressed intra-societal conflict. The historical conditions and events of the 17th century Salem witch trials are analyzed in depth, using Arthur Miller's "The Crucible," original documents, and historical descriptions. Six weeks in length.

Paula McCarthy, grades 9-12, Ygnacio Valley HS
Steve Walch, grades 9-12, Pleasant Hill HS

"Environmental Issues": A senior high school social studies unit designed to explore one method of conflict resolution, adjudication, in depth. A number of contemporary environmental issues are used to demonstrate the legal procedures utilized to resolve the conflicts. A wide variety of media, from films to readings and case histories, are used. Six weeks in length. This unit has been taught once in the MDUSD summer school program.

Bruce Borad and Dick Fagerstrom, 12th grade,
College Park High School

"The Habit of Violence": A senior high school social studies unit, designed to investigate different variables which may lead to violence. Content samples are taken from all levels of conflict: e.g., violence between individuals, in small groups, and the international arms race. Media utilized include short readings, simulation games and films. Approximately six weeks in length. Has been pilot taught in MDUSD. Individual lessons can be used independently at a teacher's discretion.

Robert Boyle and Marty Kahn, grades 9-12,
College Park High School

"Interdependence and Human Needs": A senior high school social studies unit designed to elucidate the nature of common human needs and the personal and social interdependence (interaction) which inevitably arises in the pursuit of these needs. Content samples are drawn from a study

of primitive tribes, a Jack London short story and contemporary ecological problems such as the effects of pesticides on animal life. Films, longer readings, magazine articles and a simulation game are also utilized. Four weeks in length.

Martha Doerr, grades 9-12, Olympic High School
John Laratta, grades 9-12, Olympic High School
Robert Johnson, grades 9, 11, 12, Mt. Diablo HS
Ray Schultz, grades 9-12, Pleasant Hill HS

"International Conflict": A senior high school social studies unit designed to study the effects of misperception, tension and internal decision making processes on the resolution of international conflicts. The events of August, 1944 and the Cuban Missile Crisis of 1962 are compared in depth and related to the dynamics of personal conflict through a study of "Prisoner's Dilemma" and "Chicken." A more complete range of teaching materials is utilized, including films, a simulation game, maps and short readings. Six weeks in length. This unit has been taught in the MDUSD.

George Larson and Nelson Shelton, 12th grade,
Pleasant Hill High School

"The Origins and Universality of Conflict": A 7th and 8th grade core curriculum (English and Social studies) unit designed to explore the causes of inter-personal and small group conflict. Content samples are taken from short stories, poems and simulation games. Approximately five weeks in length.

Nancy Piedmonte and Sharon Vogt, 7th and 8th
grades, El Dorado Intermediate

"Problems in Conflict and Conflict Resolution": A senior high school social studies unit focusing on the causes of conflict and alternatives for conflict resolution. Content samples range from intra-family disputes and community conflicts to international problems (World War II and a sample case from the International Court of Justice). Media used are cartoons, slide shows, films and a simulation game. Approximately seven weeks in length.

Dolores Hegemann, 12th grade, Pacifica High School

"Role Playing and Conflict": An 8th grade social studies unit designed to effectively acquaint students with interpersonal or social conflicts engendered by different social roles. Content samples taken from various role playing exercises and role analyses developed by Dr. Ralph Goldman, San Francisco State College. These exercises, plus one short story, comprise the only media used. Approximately three weeks in length.

Lois Fryer, 8th grade, Oakgrove Intermediate

"Selective Service and Military Obligation": A senior high school social studies unit on selective service law and procedure and on the nature of military obligation in a democracy. Content samples and materials are derived directly from the situations of young men confronting their military obligation: readings on the history and mechanics of Selective Service, role playing exercises in which registrants appeal their classifications, personal appearances by military recruiters, film strips, class debates, etc. The unit is four weeks in length. It has been taught in MDUSD.

Jennie Nevis, grades 9-12, Clayton Valley HS
 Robert Daugherty, Curriculum Assistant, Clayton
 Valley High School
 Ronald Clark, 12th grade, Clayton Valley HS
 Ted McKinnon, 12th grade, Mt. Diablo HS

"Unit on the Concept of Conflict": A high school social studies unit designed to introduce the student to the concept of conflict--its origins, dynamics and means of resolution. Content samples are taken from current television programs, the American Indians in the 19th century, the 1956 Hungarian Revolution and a contemporary ghetto situation. Materials used include short stories, short readings, television programs and psychodrama. About three weeks in length.

Bernard Llacuna, 11th and 12th grades, Concord HS

"Unit on Conflict": A ninth grade social studies unit designed to introduce students to all aspects of conflict and conflict resolution. Content samples include Orwell's Animal Farm, the Arab-Israeli 1967 war and the problems of a newly discovered tribe in the Philippines. Materials utilized are the novel, short readings, slides, a simulation game and role playing exercises. Approximately six weeks in length.

Barbara MacNab, 7th and 8th grades, Glenbrook Inter.
 Peter Garcia, 8th grade, Pleasant Hill Inter.

"The Valuing Process": A senior high English unit focusing on the nature of value claims and methods for justifying them. Content samples are taken from the Scopes monkey trial, child-parent conflicts and contemporary magazine ads. Materials used include: Inherit the Wind, a simulated spaceship emergency, role playing exercises and value analysis exercises. About six weeks in length.

Linda Holman and Marjorie Locklear, grades 9-12,
 Concord High School

"Ways of Looking at Conflict, Violence and Leadership": A senior high school English unit designed to illustrate the nature and function of social roles, from the small group to the international scene. Content samples are taken from students' own experiences, the roles implicit in Golding's Lord of the Flies and materials from Dr. Goldman's role playing and analysis exercises. Materials, in addition to the above, include role scripts, concept definition cards and other short readings. Approximately five weeks in length.

Clara Mohler, grades 10-12, Pleasant Hill HS

October, 1971